

Eighth Grade

Quarter: 1

Essential Question(s):

1. What strategies can students use to help effectively predict literature?
2. Why is it important to make predictions while the students read?
3. What strategies do writers use to achieve their goals?
4. How do small things, like words, influence big ideas?
5. Should why we communicate change how we communicate?
6. How do we discover the wealth of meanings and uses of a word?
7. How does summarizing help me understand what I have read?

Common Core Standards:

Literature Skills

8.RL.1: Cite several pieces of textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text, provide an objective summary of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

8.RL.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action reveal aspects of a character, or provoke a decision .

Informational Text

8.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8.RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

8.RI.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RI.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Writing

- 8.W.1:** Write arguments to support claims with clear reasons and relevant evidence.
- 8.W.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, into broader categories; include formatting (e.g., heading) graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant well chosen facts, definitions, concrete details, quotations or other information and examples.
- 8.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize and event sequence that unfolds naturally and logically.
 - Use narrative technique, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
 - Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- 8.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience, (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Speaking and Listening

- 8.SL.1:** Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts and issues*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions and decision-making track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8.SL.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Language

- 8.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- 8.L.2:** Demonstrate command of the conventions of standard English capitalization punctuation and spelling when writing.
- Use punctuation (comma, ellipsis,dash) to indicate a pause or break.
 - Spell correctly.
- 8.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing

the actor or the action; expressing uncertainty or describing a state contrary to fact.

8.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.)

8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Vocabulary:

preview	author	solve	remain	evidence	relevant
analysis	narratives	descriptive details	revise	edit	paraphrase
informational text	reflection	hyphens	dashes	brackets	nuances
monitor	character	pressure	service	enhance	setting
report	increase	adjust	genre	indeed	abandon
action/event	original	sincerely	expository	tone/mood	familiar
soldier	persuasive	exposition	imagine	structure	plot
theme	conflict	transition	inference	supporting details	main idea

Students will be able to:

1. Explain how thoughts, words and actions of other characters contribute to characterization.
2. Identify problems with an author’s figure of speech.
3. Identify problems with an author’s logic or reasoning.
4. Create predictions when reading a selection.
5. Monitor predictions; abandon, enhance, adjust predictions.
6. Explain how the thoughts, words and actions of other characters contribute to characterization.
7. Identify types of points of view (such as first person, third person, limited and omniscient, subjective and objective) in a literary text.
8. Explain how literary devices (such as symbolism, imagery, and metaphor) impact a variety of increasingly complex fictional texts and poems.
9. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
10. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.
11. Organize interpretations around several clear ideas, premises, or images from the literary work.
12. Include evidence from the text to support statements in a response to literature.
13. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
14. Deliver a speech as well as listening to others.
15. Demonstrate appropriate use of the English language.

Eighth Grade

Quarter: 2

Essential Question(s)

1. How does summarizing help me understand what I have read?
2. What strategies do writers use to achieve their goals?
3. How do small things, like words, influence big ideas?
4. What is the relationship between words and emotions?
5. How do I distinguish between fact and opinion and decide which is important?
6. Should why we communicate change how we communicate?
7. Why is it important to know the difference between a biography and an autobiography?
8. How do we use articles used for persuasion vs. information in our daily life?
9. Why is it important to make connections while I read?
10. How can I connect what I read with what I already know?

Common Core Standards:

Literature Skills

8.RL.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.

8.RL.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

8.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RL.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Informational Text

8.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- 8.RI.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- 8.RI.3:** Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).
- 8.RI.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
- 8.RI.5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept..
- 8.RI.6:** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- 8.RI.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 8.RI.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Writing

- 8.W.1:** Write arguments to support claims with clear reasons and relevant evidence.
- 8.W.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, into broader categories; include formatting (e.g., headings) graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant well chosen facts, definitions, concrete details, quotations or other information and examples.
- 8.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize and event sequence that unfolds naturally and logically.
 - Use narrative technique, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
 - Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- 8.W.4:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience, (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 8.W.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)
- 8.W.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Speaking and Listening

- 8.SL.1:** Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts and issues*, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
 - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.
- 8.SL.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8.SL.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- 8.SL.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Language

- 8.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in specific sentences.
- 8.L.2:** Demonstrate command of the conventions of standard English capitalization punctuation and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - Spell correctly.
- 8.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- 8.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.)
- 8.L.5:** Demonstrate understanding of figurative language word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., verbal irony, puns) in context.
 - Use the relationship between particular words to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- 8.L.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge

when considering a word or phrase important to comprehension or expression.

Essential Vocabulary:

Author, Text Features describe	Sequence, Titles (headings) transition	Charts Supporting details clarify	Maps Cause & Effect combine	Diagrams Main idea clarity	Captions express essay
Fact & Opinion Summaries persuasive speech	Compare & Contrast evidence	delineate autobiography figurative language	rhymes persuasive	analyze	

Students will be able to:

1. Identify and extract important information and details in text to create a summary.
2. Create summaries of text using several pieces of textual evidence to support analysis.
3. Explain how thoughts, words and actions of other characters contribute to characterization.
4. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
5. Write arguments to support claims with clear reasons and relevant evidence.
6. Write informative/explanatory texts to examine a topic and convey ideas.
7. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
8. Use technology to research, produce and publish writing.
9. Demonstrate the command of formal English when indicated or appropriate.
10. Analyze the interaction between individual's events and ideas in a text.
11. Compare and contrast text in different forms of text. Audio, visual etc.
12. Evaluate a speaker's argument and specific claims.
13. Demonstrate an understanding of figurative language.
14. Use accurately grade appropriate general academic words.

Eighth Grade

Quarter: 3

Essential Question(s)

1. Why is it important to make connections while I read?
2. How can I connect what I read with what I already know?
3. Why is it important to ask reader-generated questions while I read?
4. How can I ask questions that will improve my comprehension?
5. Should why we communicate change how we communicate?
6. Do people control information, or does information control people?

Common Core Standards:

Literature Skills

8.RL.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.

8.RL.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

8.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RL.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

8.RL.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Informational Text

8.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8.RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).

8.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.

8.RI.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8.RI.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

8.RI.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.RI.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Writing

8.W.1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.

8.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, into broader categories; include formatting (e.g., headings) graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

8.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize and event sequence that unfolds naturally and logically.
- b. Use narrative technique, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
- c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.

8.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience,

(Grade-specific expectations for writing types are defined in standards 1-3 above.)

8.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)

8.W.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8.W.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.W.9: Draw evidence from literary or informational texts to support analysis, reflection and research.

- a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works such as the Bible, including describing how the material is rendered new”).
- b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”)

Speaking and Listening

8.SL.1: Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts and issues*, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study, explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines and define individual roles as needed.

8.SL.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

8.SL.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

8.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Language

- 8.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in specific sentences.
- 8.L.2:** Demonstrate command of the conventions of standard English capitalization punctuation and spelling when writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - Spell correctly.
- 8.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- 8.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.)
- 8.L.5:** Demonstrate understanding of figurative language word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., verbal irony, puns) in context.
 - Use the relationship between particular words to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- 8.L.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Vocabulary:

Clarifying questions	southern	muscles
Predicting questions	breath	model
Inferring questions	strength	climate
Pondering questions	company	whenever
monitor	current	serious
adjust	pound	angle
evaluate	average	determined
abandon	liquid	dictionary
Question starters	experience	ordinary
Question stems		

Students will be able to:

1. Preview text.
2. Make basic, multilevel, and viable connections.
3. Focus on making good connections.
4. Read closely in order to determine both explicit and inferred meanings of a text.
5. Sort textual evidence and using only the strongest segments; specifically, those which directly connect with and uphold the central idea or theme.
6. Record repeated messages or patterns they observe within various story elements.
7. Determine how specific events or dialogue significantly impact the development of a story
8. Identify words and phrases that create/reveal a variety of tones.
9. Independently analyze how a writer's use of language creates meaning within a text.
10. Compare and contrast two or more texts with different structures.
11. Observe how closely the setting in the live portrayal aligns with the details in the text that created their initial visual image.
12. Acquire the habit of reading independently and closely.
13. Read closely in order to determine both explicit and inferred meanings of a text.
14. Determine the central idea or focus of a text.
15. Actively read and take note of how recurring examples, images and conclusions drawn by the writer support and build the central idea of the text.
16. Analyze a writer's style and presentation in order to determine the relationship between individuals, ideas, or events.
17. Identify words and phrases that create a variety of tones within literary nonfiction texts and correspond to the writer's overall purpose.
18. Recognize how an author's perspective presents itself within a text.
19. Evaluate how messages can most effectively be delivered to one's intended audience.
20. Understand how two or more texts may present the same topic from differing viewpoints.
21. Demonstrate their ability to create a context or setting for the story, naturally develop characters throughout the story, and apply writing techniques to interest their readers.

Eighth Grade

Quarter: 4

Essential Question(s)

1. Why is it important to make connections while I read?
2. How can I connect what I read with what I already know?
3. Why is it important to ask reader-generated questions while I read?
4. How can I ask questions that will improve my comprehension?
5. Should why we communicate change how we communicate?
6. Do people control information, or does information control people?

Common Core Standards:

Literature Skills

8.RL.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

8.RL.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

8.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

8.RL.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

8.RL.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

8.RL.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

8.RL.8: (Not applicable to literature)

8.RL.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

8.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Informational Text

- 8.RI.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- 8.RI.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- 8.RI.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RI.5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 8.RI.6:** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- 8.RI.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 8.RI.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RI.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- 8.RI.10:** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Writing

- 8.W.1:** Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- 8.W.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

8.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

8.W.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8.W.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

8.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Speaking and Listening

8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

8.SL.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

8.SL.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

8.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.*

8.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

8.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

8.L.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning

of a word or phrase.

- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

8.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Vocabulary:

Author	Sequence	Charts	Maps	Diagrams	Captions
Text Features	Titles (headings)	Supporting Details	Cause & Effect	Main Idea	Fact & Opinion
Transition	Compare & Contrast	clarify(clarity)	combine	describe	express
Summaries	evidence	analyze	rhymes	delineate	irony
Autobiography	persuasive essay	persuasive speech	figurative language	inferences	character
Explicit details	point of view	connotation	denotation	opinion	plagiarism
Hyperbole	alliteration	figurative dialogue	diction	informational	

Students will be able to:

1. Make inferences or conclusions from a text.
2. Describe elements of a story or drama, e.g., setting, plot, characters, conflict, resolution climax).
3. Identify ways the author develops point of view using dialogue, what other characters say about that character and their own thoughts and actions.
4. Compare and contrast how the time, place or character are shown or changed in a literary work.
5. Identify the meaning of words and phrases as used in the text.
6. Explain what figurative and connotative words mean.
7. Identify and understand the following in literary text: key ideas, form & structure, blending of knowledge & ideas at grade level.
8. Explain what a central idea is as well as a supporting detail.
9. Explain how to write a summary and write a summary.
10. Identify key words and phrases, including figurative words and phrases, connotative words and phrases, technical words and phrases.
11. Analyze how the tone of a piece is changed by the word choice, including figurative language, connotative language and technical language.

12. Describe the type of structure the author used to organize the text.
13. Identify the opposing arguments, or point of view stated or implied in a piece.
14. Determine the task, purpose and audience in a piece of writing.
15. Understand how to plan, revise, edit and rewrite an essay.
16. Identify the technology tools used for producing and publishing texts.
17. Explain how to use cite sources, and create hyperlinks.
18. Identify appropriate organizational structure for various types of writing.
19. Correctly use knowledge of language when writing, reading and listening.
20. Know ways to find meanings of unknown words.
21. Use the correct resources to find and understand vocabulary words.
22. Understand the rules of polite discussion and group work with peers.
23. Engage in different types of discussions by listening and sharing what has been learned about topics in class.
24. Make basic, multilevel, and viable connections.
25. Focus on making good connections.
26. Read closely in order to determine both explicit and inferred meanings of a text.